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ABSTRACT

This content analysis schedule for the Elementary School Bilingual Project of Las Cruces, New Mexico, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include a parent questionnaire, a description of training for paraprofessionals, and samples of instructional materials developed by the program. (SK)

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Project #232
Las Cruces,
New Mexico

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Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
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ED 074875

CHECK (4 DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

SECOND YEAR DATA VERIFIED BY PROJECT

✓ Initial Proposal

✓ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation		31 June 1971	
Final evaluation	24 Nov 1970		
Pre-audit			
Interim audit			
Final audit		31 May 1971	

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Project B EST
Bilingual Education Applied Research Unit
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CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 232

DATA VERIFIED BY PROJECT

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Joan La Noue Date 6-30-71

0.2 Name of Project Las Cruces Elementary School Bilingual Project

0.3 Address of Project Las Cruces School District # 2

0.4 Las Cruces, New Mexico 88001

.05 STATE 0.5 18

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
97 - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 1

2.2 Year prior funding began 2.2 1967

2.3 Prior bilingual program involved: 2.3 1, 2
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 5
1-local 4-university
2-state 5-federal (specify) Title I & Title III
3-foundation 6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

0.3 Address of Project Las Cruces School District # 2

0.4 Las Cruces, New Mexico 88001

.05 STATE 0.5 18

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No.
97 - 1969
07 - 1970
17 - 1971

1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned — 2.1 1

2.2 Year prior funding began — 2.2 1967

2.3 Prior bilingual program involved: — 2.3 1, 2
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: — 2.4 5
1-local
2-state
3-foundation
4-university
5-federal (specify) Title I & Title III
6-other (specify) _____

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned — 2.5 1

2.6 Concurrent program cooperating with Title VII involves: — 2.6 1, 2
1-early childhood (pre K + K)
2-elementary students (grades 1-6) Title III
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: — 2.7 1, 4
1-local
2-state
3-university
4-federal (specify) Title I; Title III; Headstart; Careers Opportunity Program
5-other (specify) _____
6-foundation support _____

2.8 Total Title VII grant (first year only) — 2.8 164,000

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) — 2.9 190,000

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: New Mexico State University — 3.0 1
0-none

Variations and Innovations in the Las Cruces, New Mexico Sustained Primary Program for Bilingual Students

a paper presented by

Joan La Noue

at the conference:

Cooperation, Coordination or Duplication?
a conference to discuss
curriculum variations in
Bilingual Education

Presented by the Modeling Innovative Programs Unit and Hunter College, Project BEST

Roosevelt House
Hunter College

February 2, 1972
New York, New York

Las Cruces, New Mexico, an agricultural community of 55,000 inhabitants, is located in the Mesilla Valley along the Rio Grande River. Thriving communities were in existence 100 years before the Pilgrims came to America and the area bears the marks of Indian, Spanish, Mexican and Anglo cultures. Today the inhabitants are approximately 50% Anglo-American and 50% Spanish-American.

In 1965 teachers and administrators in the Las Cruces School District began an intensive study to determine the underlying causes of the lack of student achievement in the district's classrooms. The major conclusion reached was that the principle drawback in the education of both disadvantaged Spanish-American and disadvantaged Anglo-American students in Las Cruces was that far too much emphasis had been placed on forced cognitive goals. As a result of the study, the emphasis was shifted to implementing positive affective experiences for individual success in school, and a "culturally centered" curriculum for grades K-3 was developed.

To meet the specific needs of the Spanish-American children, bilingual teachers and aides were hired to teach the Spanish-speaking children initially in their own language, with a gradual shift to teaching equally in both Spanish and English. The concept of instructing children in their native tongue was a natural outgrowth of the shift in emphasis from forced cognitive learning to concentration on individual affective growth. By establishing continuity between the language of the home and the language of the school, the school is prevented from becoming an alien place to the Spanish-speaking children. Instead of experiencing culture shock, these young children are able to make the transition from home to

school in which they can learn in their own language. The experience of acceptance and successful learning in their own language strengthens their sense of worth.

Two bilingual projects in Las Cruces reflect and expand upon these concepts. The first is Project Move Ahead, federally funded through the Migrant Amendment of the ESEA, 1965. The second is "A Sustained Primary Program for Bilingual Students" initiated through Title III funding in 1967 and expanded horizontally and vertically through Title VII. The two projects are being compared to determine which offers the most economically feasible and educationally productive method of meeting the principle goal of the projects: a bilingual-bicultural program for all children in the school district.

First, I will describe briefly the major components of Project Move Ahead and then discuss in more detail the innovative components of the Title VII project that relate specifically to language acquisition and affective growth.

There are several innovative components in Project Move Ahead. Radio lessons are presented daily through the mass communications department of New Mexico State University to students in the Mesilla Valley. Seventeen schools are involved in receiving the radio programs, which are designed to supplement the regular classroom program. Bilingual teacher aides are trained as "educational technicians" who monitor the programs with students identified as requiring individual attention in communication skills and social development. Follow up activities accompany the radio broadcast scripts for use by the teacher and educational technicians.

Under the direct supervision of the teacher the educational technicians also work with other students in the class.

A major objective of the program is to involve parents and other significiant adults in educational activities for children. Parents, as well as community organizations, are involved with the teachers in making educational materials which can be used in the classrooms in conjunction with the radio programs. The parents are then shown how the materials will be used in the classroom and are encouraged to use similar materials at home with their children. It is believed that meaningful parental involvement with their children's education will result in increased pride and self-esteem on the part of the parents as well as the children. When children see their parents respected and accepted by the school, and parents are asked to actively teach them, it increases pride in their family and hence self-acceptance. Instead of the conflicts children often face between the language of their parents and that of the school, they learn that their language is as important and valid as any other.

The overall goal of the program, then, is to elevate the child's sense of self-esteem through use of his own language and thereby improve his classroom performance.

The Title VII bilingual project continued the "Sustained Primary Program for Bilingual Students" begun in 1967 with a "culturally centered" curriculum in four kindergarten and four first grade classes. At two schools, two kindergarten classes and two first grade classes followed an experimental English/Spanish instruction program. At first the school day was divided in half, with instruction in Spanish in the morning and English in the afternoon.

As the program evolved, however, the teachers began developing their own class schedules. Now, even though an equal amount of time is spent in English and Spanish, the method of instruction used by the teachers varies. Sometimes a teacher will mix English and Spanish in one lesson, while at often times a lesson conducted in English may be directly followed by a lesson conducted in Spanish.

Two other kindergarten and first grade classes followed an experimental English as a Second Language instructional program in which all classes were taught in English except the cultural component, which was taught in both Spanish and English with the help of teacher aides.

In both experimental groups bilingual aides help the teacher in determining that comprehension has taken place and supply a correct translation whenever necessary.

The language experience approach to reading is used for both languages. Materials such as stories, experience charts and books in Spanish and English based on the children's own stories are developed by the teachers themselves. In addition some commercially produced materials are used. Each classroom contains a listening center where children can hear taped lessons based on the Curriculum Units and also recordings of their own stories in both Spanish and English.

An important innovation of this program is the 200 day school calendar which is spread evenly over a twelve month period. Last year the 200 day calendar became optional for students and teachers.

However, 90% of the students participated in the additional days offered and only one teacher left for the summer to take course work toward a masters' degree. Conticuity in the program is insured by teachers advancing with the children from kindergarten through grade three. No new children can enter the class once the initial unit is set up. The child's relationship with his teacher is thereby strengthened by not having to adjust to a new teacher each year. By advancing children and teachers together for four years the Las Cruces program attempts to continue and extend the home's cultural emphasis by developing the interpersonal relationship between the child and his teacher, thereby encouraging affective growth, that is, a stronger sense of self-esteem. To implement this goal, another major innovation in the Las Cruces project is the Human Development Program developed by Dr. Uvaldo Palomeres and Dr. Harold Bessell and now in use in the primary grades.

As explained in the 1970 Continuation Proposal for the Las Cruces project, the Human Development Program is -

> "a daily, structured program to help each child develop a healthy self-concept. It is specifically designed to increase a child's motivation. To achieve the goal, it dwells upon cultivating an awareness of self and others, upon an acceptance of self and others, and upon an appreciation of similarities and differences between self and others - positive traits all derived largely from awareness, self-confidence, and social interaction. It is built around what children feel and see; it is not moralistic.
>
> Vital ingredients for the achievement of the goal are loving, caring, sharing, and interacting with others.
>
> The Human Development Program vehicle is the 'Magic Circle,' a communications system which incorporates group dynamics techniques for children in s structured learning enviroment. Some

ten children and a skilled, trained teacher sit in a circle for a minimum of twenty minutes. Each child is urged to share his feelings, thoughts, and actions with his peers. All responses are respected by others. Through the approval and acceptance of teacher and peers, the child begins to gain self-confidence. As confidence grows, he attains new freedom to react. This becones the foundation for motivational development.

The teacher's role is to begin the activity by explaining the topic for discussion and, if necessary, to demonstrate what is expected of the children by 'going first.' After each child has had an opportunity to participate, the teacher helps the children to review and summarize what was learned in the session. Progressively the teacher says less in each session--giving more of the responsibility to the children as they are ready to assume it.

Sample 'Magic Circle' topics are:
'It made me feel good when...'
'I made someone feel bad when I...'
'Something I do very well is...'
'What can I do for you?'

In pre-school and kindergarten the children participate in 'Mastery' sessions in the 'Magic Circle' which are specifically designed, by giving them deserved positive feedback, to enhance their feelings about their own ability to manipulate their environment, thus building their self-esteem.

The children learn to inquire, consider and respond. They learn, too, of their own responsibilities and power. They learn to relate personal growth to social relationships.

The 'Magic Circle' serves to dispel the 'delusion of uniqueness', 'the notion that each individual is different from all others, and therefore somehow inferior'. In the circle, the children 'see that others feel unsure and have fears; and each child can perceive that others in the group are much more like him than they are different from him'.

'Great emphasis is placed upon the need for each child to express himself, for children learn best by doing', Dr. Bessell explains. 'Whenever a child participates...he is recognized by name and praised for his contribution when he finishes'.

He adds, 'Teachers now using the program report that discipline problems are reduced markedly, and that children show increased personal involvement, greater verbal expressiveness, more self-confidence, higher motivation, far more personal awareness, and an increased degree of comprehension of social interactions'."

The teachers and administrators of both the K-3 program and Project Move Ahead feel that the Human Development Program is "an excellent vehicle to encourage children to verbalize their problems, ideas and feelings and by so doing build their own self-image, their confidence and their educational motivation".

The Human Development Program also includes a sensitivity training program for teachers involved in the project.

In addition to the Human Development Program curriculum units were developed by the project staff to serve as guides in correlating all content areas around a central theme, for example, the family, school, holidays. Each unit is accompanied by suggested materials and activities.

This year the project has initiated a new program of individualized inservice training. The teacher develops her own inservice program according to the areas she feels she needs to work in and according to what resources she has available to her. When she has completed the course she then shares her findings with the other teachers. New Mexico State University offers credit for this self-developed inservice training and the Las Cruces Schools helps pay tuition costs.

Because so much emphasis is placed on innovation - new methods, new ideas - for communicating information, attitudes, responses and feelings to children, the teacher contract until last year included twenty-five paid inservice days in addition to the regular 200 day school year. Included in the inservice training program was an examination of various curriculum designs and methods which had practical application in the classroom. Seminars were held following laboratory treatment of new approaches investigated. The Las Cruces staff analyzed various studies which affect elementary educational practices and then put them into use in their classrooms.

The results were then presented to the class for discussion and evaluation. Some of the new approaches and techniques which were considered in class situations were the following: "dual language curricula and instructional approaches, a systematized approach to teaching in the affective domain, various team teaching approaches, variations in teaching reading, and evaluations of the divergent educational methods of teaching bilingual/bicultural students".

Another major goal of the Las Cruces K-3 program is to involve parents in the education of their own children. Implementation of innovative ideas for cultivating, increasing and recognizing the value of parent involvement in pupil learning experiences are used to improve parent participation and cooperation. This involvement is intended to fortify the entire educational process and make learning a school-family responsibility.

The parents are involved with the project in several ways. For example, with the assistance of professors at New Mexico State University, parents in the pilot project school became involved in sensitivity training through group interaction. Initially begun as a small pilot project, the program has been expanded to include more parents representing both the Anglo and Spanish cultures.

Also, Anglo American and Spanish American parents work together with teachers in workshops held to develop classroom material. At one workshop, for example, fathers sawed, sanded and painted building blocks and doll funiture. Mothers made doll clothes and small mats which children sit on while playing on the floor. In other workshops parents have made puzzles, counting games, bean bags, rhythm instruments, cards for vocabulary and number building, as well as other instructional materials.

In addition to the sensitivity training and parent/teacher workshops, a home-school coordinator and three bilingual aides work to increase the interaction between home and school. They visit the homes of parents enrolled in the preschool program on a regular basis. They encourage parents to interact with their children on assigned tasks. This gives the parents a sense of importance and pride because they are aiding in the education of their children. Also the bilingual aides serve as resource people regarding community services and special events,and assist in identifying resource people in the community who can help to promote the exchange of cultural ideas.

The teachers in the project have indicated that the bilingual aide is one of the most positive aspects of the K-3 project in that she help form a vital liaison between the school and the home as well as the school and the community at large. Parents, as well as grandparents, are no longer afraid to visit the school and are urged to do so. Thus the children's pride in their family as well as in the language they speak is enhanced.

A Parent Advisory Board representative of school and community interests regularly reviews the program and makes recommendations designed to meet the needs of the children , the community and the school. These meetings are always held in both Spanish and English.

New Mexico State University has provided much valuable assistance to the Las Cruces program. For example, advanced students in counseling assist with parent study groups which meet weekly. In addition many student teachers have provided the teachers with valuable help. Also,a documentary film about the project called "K-3 Successfully" was made by students for credit

in a cinema production course.

Several community organizations are involved in the project For example, Hospitality House, a home for senior citizens, helped develop area relief maps for third grade classes to aid in studying the growth of civilization in the Mesilla Valley.

In summation, then, the significant innovative components of the Las Cruces Project are: (1) a four year non-graded curriculum, (2) parent-school involvement activities, (3) bilingual instructional teacher aides, (4) an optional 200 day school calendar, (5) with teacher-pupil advancement from k-3, (6) an intensive individual staff inservice study program, (7) language variations used in instruction and (8) most significant, an overall emphasis on affective development through the Human Development Program for the children and teachers and sensitivity training for parents.

When the project began dual language instruction was viewed as a means for insuring that the child understood the concept being presented. It was felt that by teaching the child in Spanish learning in English would be facilitated. However, this initial goal has been far surpassed. As a result of the experiment teachers and administrators now believe that the child can become truly bilingual, that learning in two languages does not cause him to fall behind his peers in rate of achievement and that a positive self-concept in fact stimulates motivation and therefore achievement. Furthermore, it was concluded that if we help the child acquire the skills of communication in both languages he will possess the verbal and interpretative tools needed for meaningful bilingual/bicultural interaction.

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4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 2

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 205
B. Second year B 299
C. Third year C ___

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	2
PSK 60 TOTAL NO. students PS and K	
1-grade 1	2
2-grade 2	2
3-grade 3	2
4-grade 4	2
5-grade 5	
6-grade 6	
A 239 TOTAL students gr. 1-6	

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B TOTAL students gr. 7-9	
10-grade 10	
11-grade 11	
12-grade 12	
C TOTAL students gr. 10-12	

4.3 PSK 60
A 239
B
C

4.4 1-All classes graded 4.4 2
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: (K+1)

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

See Xerox 2a

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 288	II E-Dom - NEMT:
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 11
	I Total Non-English Dominant: 288	II Total English Dominant: 11

5.0

		No.	%
NE dom N-EMT	I	288	96
E dom NEMT	II_1	...	...
E-Dom EMT	II_2	11	4 %
Total E-Dom II= II_1 + II_2		11	4 %

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	2
PSK 60 TOTAL NO. students PS and K	
1-grade 1	2
2-grade 2	2
3-grade 3	2
4-grade 4	2
5-grade 5	
6-grade 6	
A 239 TOTAL students gr. 1-6	

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B TOTAL students gr. 7-9	
10-grade 10	
11-grade 11	
12-grade 12	
C TOTAL students gr. 10-12	

4.3 PSK 60
A 239
B
C

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: (K+1)

4.4 2

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

See Xerox 2a

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 288	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 11

I Total Non-English Dominant: 288

II Total English Dominant: 11

5.0	No.	%
NE dom N-EMT I	288	96
E dom NEMT II_1	...	...
E-Dom EMT II_2	11	4 %
Total E-Dom II= II_1 + II_2	11	4 %

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

Question 5.0

2a

LAS CRUCES SCHOOL DISTRICT NO. 2
BILINGUAL EDUCATION PROJECT
RESEARCH POPULATION
(Enrollment)

		EXPERIMENTAL ENGLISH		SPANISH AND ENGLISH		BASAL READER CONTROL GROUPS						
Year	Grade	Washington	Bradley	Lucero	Mesilla	Washington	Bradley	Lucero	Mesilla	MacArthur	Central	PROJECT TOTALS
67-68	K	30	30	29	31	—	—	—	—	—	—	120
	1	29	27	27	27	71	36	54	93	—	—	364
		59	57	56	58	71	36	54	93	—	—	484
		(482)	(420)	(392)	(558)							
68-69	K	30	30	27	29	—	—	—	—	—	—	116
	1	26	26	25	31	74	40	28	89	—	—	339
	2	24	26	23	25	68	57	41	75	—	—	339
		80	82	75	85	142	97	69	164	—	—	794
		(478)	(408)	(370)	(556)							
69-70	K	49	29	22	34	—	—	—	—	—	—	134
	1	26	29	23	26	53	44	32	62	—	—	295
	2	26	27	19	30	65	41	35	70	—	—	313
	3	17	26	21	23	66	52	32	43	—	—	280
		118	111	85	113	184	137	99	175	—	—	1022
		(483)	(398)	(336)	(534)							
70-71	K	—	—	30	38	—	—	—	—	—	—	68
	1	—	—	25	27	41	—	—	—	27	31	51
	2	—	—	21	23	—	—	31	—	28	—	103
	3	27+	25+	24	27	25+	28+	21+	33+	31	—	241
	4	12	12	23	28	5	15	23	13	30	—	161
		39	37	123	143	71	43	75	46	116	31	724
		(496)	(363)	(294)	(523)							
71-72	K			30	28							58
	1			24	51			24	24			123
	2			20	23			17	24			84
	3			25	20			19	27			91
	4			18	23			17	33			91
	5			23	25			23	31			102
				140	170			100	139			549
				(252)	(499)							

Year	Title III	Title VII	Title I	Title II
67-68	$100,000.00			
68-69	86,000.00			
69-70	65,000.00	55,424.00		
70-71	12,600.00	97,441.00		
71-72	—	125,685.00	K 30,000.00	$15,000.00

K — Kindergarten

( ) Total School Enrollment

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	288	96 %	.....
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EIT target students		288	96 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglo	E1	4	ns %	.....
E2 Negro	E2	2	ns %	.....
NS		5	ns	
II TOTAL number of EIT students other than target population		11	4 %	ns

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 .....

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number of Monolingual Students			Number of students Bilingual to any extent	
Number	%	not No.	%	not only listening speaking	

B1 Mexican-American	B1 288	96 %		
B2 Puerto-Rican	B2	..... %		
B3 Cuban	B3	..... %		
B4 Other Spanish-American (specify)	B4	..... %		
B TOTAL No. of Spanish-speaking Americans	B	..... %		
C Portuguese-American	C	..... %		
D Franco-American	D	..... %		
F Chinese-American	F	..... %		
G Eskimo	G	..... %		
H Russian	H	..... %		
J Other	J	..... %		
I TOTAL number of N-EIT target students	288	96 %		

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglo	E1 4	ns %		
E2 Negro	E2 2	ns %		
NS	5	ns		
II TOTAL number of EIT students other than target population	11	4 %	ns	

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language.

5.4 .....

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	11	English	4	X	...	...	X	...	...	...	...
A	...	American Indian	...	...	...	...	...	...	...	...	...
A1	...	Navajo	...	...	...	...	...	...	...	...	...
A2	...	Cherokee	...	...	...	...	...	...	...	...	...
A3	...	Keresan	...	...	...	...	...	...	...	...	...
A4	...	Other (spec.)	...	...	...	...	...	...	...	...	...
B	288	Spanish	96	X	...	...	X	...	...	...	...
C	...	Portuguese	...	...	...	...	...	...	...	...	...
D	...	French	...	...	...	...	...	...	...	...	...
F	...	Chinese	...	...	...	...	...	...	...	...	...
G	...	Eskimo	...	...	...	...	...	...	...	...	...
H	...	Russian	...	...	...	...	...	...	...	...	...
J	...	Other (spec.)	...	...	...	...	...	...	...	...	...

5.6 Recruitment of Students: 5.6 3,4* (see bottom of page)
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of N-born pupils in project area: see Chart C 5.7 ns
n.s.- not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 3,4
(% if more than one category, indicate percent for each)
1 - inner city-ghetto,barrio ..... %
2 - major city %
3 - small city, town or suburb 65 %
4 - rural, farm 35 %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 45 %
B. Average family income, if mentioned B. 3,500
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 ns
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 0 %
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II .....

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 0
II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

6.3 Language dominance of N-EMT groups (check: A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A ns
B .....
C .....

USE NON-ENGLISH LANG. USE ENGLISH

5.8 Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each)

5.8 3,4

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb 65 %
4 - rural, farm 35 %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES)
B. Average family income, if mentioned
n.s. - not specified

5.9 A. 45 %
B. 3,500

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified

5.10 ns

5.11 Proportion of migrant students in project (Indicate specific percent)
n.s. - not specified

5.11 0 %

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.1 I 0
II .....

6.2 If a sociolinguistic survey was or will be made, mark all groups included:

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

6.2 I 0
II .....

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always

6.3 A ng
B .....
C .....

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

* 5.6 criteria for students

a. resides within school boundary
b. English language deficiency
c. parental consent
d. minimum family mobility history

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 1 II 1

	I N-EMT	II EMT
1-inferred by use of surname	X	X
2-established by formal testing of students		
3-assessed by informal means (specify how)		
4-not mentioned how language dominance was determined		

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 na

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 na
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 na
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 na
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 3
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) ① parental permission for participation in program ② Parental Attitudes Toward Educ. (questionnaire)

See Xerox 5a-d

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 na
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ___ Language dominance not specified
2. ___ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the

a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 na

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 na

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 na

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) — 6.9 3

See Xerox 5a-d

① parental permission for participation in program
② Parental Attitudes Toward Educ. (questionnaire)

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 na

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ___ Language dominance not specified
2. ___ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N= 10
II E Dom EMT	N=	N=
II$_1$ E Dom NEMT	N=	N=

A Total Number Monolingual: ____

B Total Number Bilingual: 10

Total Number of Teachers
N 10

7.1

		No.	%
I	A		
I	B	10	100
II	A	....	....
II	B	....	....
II$_1$	A	___	___
II$_1$	B	___	___
	A		
	B	10	100
	N	10	

Question 6.9

5a

PARENT ATTITUDES TOWARD EDUCATION SCALE

	Strongly Agree	Agree	Don't know Uncertain	Disagree	Strongly Disagree
1. Children should listen to the teacher and do what she says.					
2. Most teachers have pets.					
3. The school is often to blame when students don't like school.					
4. Some of my teachers helped me to be a better person.					
5. It seems to me now that my teachers did not know what they were talking about.					
6. I would like to see Spanish taught in the schools.					
7. Too much play goes on in school these days.					
8. Most teachers treat the children in their classrooms fairly.					
9. We have little to say as to what will happen to us in life.					
10. Most teachers teach because they like children.					
11. Teachers do not make the pupils behave as well as they should.					
12. Parents and school must work together to help the child with school matters.					
13. Teaching Spanish in the schools makes it harder for the child to learn good English					
14. Going to school is a worthwhile experience					
15. Most people will learn more by working four years than by going to school four years.					
16. Many teachers are more interested in themselves than they are in teaching children.					

	Strongly Agree	Agree	Don't know Uncertain	Disagree	Strongly Disagree
17. Many teachers do not explain enough in their teaching.					
18. There are times when teachers can't be blamed for getting mad with a child.					
19. Schools do a good job in working with parents.					
20. Some boys and girls are always unlucky in school.					
21. Schools are the strength of American Democracy.					
22. It does not hurt for pupils to miss school once in a while.					
23. Our schools should teach more about the history of the Southwest.					
24. Many of the things I learned in school I still like to do.					
25. The main reason I can see for going to school is that the law makes children go.					
26. If a child does not do well in learning to read, most of the time it is because of the teacher.					
27. Schools are not teaching reading as well as they used to.					
28. If children listened to everything their teachers told them they could get all mixed up.					

	Strongly Agree	Agree	Don't know Uncertain	Disagree	Strongly Disagree
29. When I look back on my school years I feel they were well spent.					
30. Many people go into teaching simply because they like to boss others.					
31. The best way to get a good job is to get a good education.					
32. A longer school year gives a child a better chance to learn.					
33. The boys and girls who like school most are usually sissies or teachers' pets.					
34. Visiting my child's school is worth my time.					
35. I want my child to like school.					
36. Some teachers are so mean you cannot blame boys and girls for talking back or not minding them.					
37. What is going to happen to us will happen so it does not matter how much education we have.					
38. Many children would be better off if they left school after the eighth grade.					
39. Schools teach a lot of things that do not work out when you get on the job.					
40. Parents should back up the school in matters of child behavior.					
41. I never could seem to get to school on time.					

	Strongly Agree	Agree	Don't know Uncertain	Disagree	Strongly Disagree
42. Many school principals boss children too much.					
43. Teachers usually do the best they can in trying to teach what they should be teaching.					
44. My years in school did little to help me in what I'm now doing.					
45. Meetings of parents with school teachers, counselors, or principals is a waste of time.					
46. I feel welcome at school.					
47. Having the children go to school in the summer is asking children to do too much.					
48. Some teachers ask parents too much about how they treat the child at home.					
49. Schools should take more time than they do teaching boys and girls how to be useful citizens.					
50. Most schools do not let the parents know enough about what is going on.					
51. It seems to me that the public money which is put into schools today is well worth it.					
52. The schools are doing a good job today.					
53. I like to have teachers visit my home.					

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. _____Language dominance not specified
2. _____Mother tongue not specified
3. _____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		17
II E Dom EMT		
II$_1$ E Dom N-EMT		

7.2		No.	%
	I A		
	I B	17	100
	II A	—	—
	II B	—	—
	II$_1$ A	—	—
	II$_1$ B	—	—
	A		
	B	17	100
	N	17	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
_____	17	17

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language,

II E Dom EMT		II A	—	—
		II B	—	—
II E Dom N-EMT		II A 1	—	—
		II B 1	—	—
		A	—	—
		B	17	100
		N	17	

A Total Number Monolingual: —

B Total Number Bilingual: 17

N Total Number of aides or paraprofessionals: 17

7.3 Language(s) used by bilingual program teachers: (Mark all that apply) 7.3 2

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:

1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: (Mark all that apply) 7.4 2

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.

Bilingual aides who instruct in only one lang. teach in their native lang.:

1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
M-A	12	100	MA	17	100	MA-EMT	M-A	1	50
	—	—		—	—	(2)	Anglo	1	50
	—	—		—	—			—	—
	—	—		—	—			—	—

0-not specified

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community 4
and % 40 of total N-EMT teachers.

7.6 No. 4 % 40

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A 10 100 B 17 100

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given)

7.8 1, 2, 19 no.'s 10, 10, 10

n.s.-qualifications not spcified
0-previous courses not specified

1. 10 teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. 10 teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ___previous teaching in local area/live in the community competence
5. ___courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___courses in N-E literature/ or literacy in Spanish
7. ___must be bilingual
8. ___any previous education through N-EMT/content of courses learned through
9. ___courses in teaching ESL/audio lingual approach N-EMT
10. ___courses in methods of teaching N-EMT language/language development
11. ___courses in methods of teaching content (e.g. math)in N-EMT
12. ___certification in ESL/or experience teaching ESL
13. ___certification in teaching N-EMT
14. ___cross cultural courses
15. ___courses in the cultural heritage, values, deep culture of N-EMT or
16. ___other qualifications, specify travel

19 10 B.A.

8.0 STAFF DEVELOPMENT

8.1 A 9
B 9

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	___	___
1-English as their second language	___	___
2-The teaching of English as a second language	___	___
3-X as their second language	___	___
4-The teaching of X as a second language	___	___

B = aides

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 4, 2, 19 — no.'s 10, 10, 10

n.s.-qualifications not specified
0-previous courses not specified
1. 10 teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. 10 teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) / native-like competence
4. ___ previous teaching in local area/live in the community
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify

19 10 B.A.

8.0 STAFF DEVELOPMENT — 8.1 A 9 / B 9

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language		
3-X as their second language		
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language		
9-Communication problems of bilingual children	x	x

8.2 Stated goals of teacher training are: 8.2 I 6, 7, 10, 13, 14, 15, 16 II 7, 10, 13, 14, 15, 16 students

	I N-EMT	II EMT
1-Understanding of socio-cultural values and practices of		
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery		
4-Awareness of the social-emotional development of		
5-Strategies for accomodating the different learning styles of		
6-Strategies for cognitive development of M-A	X	
7-Strategies for reinforcing the self-esteem of	X	X
8-Methods of cross-cultural teaching or teaching the bicultural component		
9-Formulation of pupil performance objectives		
10-Methods of evaluation of pupil performance objectives	X	X

List specific courses if given (or Xerox and attach)

See Xeroxes attached for goals of teacher training. 7a, b

QUESTION 8.0 7a

Purpose of the Course

A. To help teachers

(13) **1. develop open-mindedness in regard to innovative practices in education.**

(10) **2. evaluate educational approaches in terms of acceptable criteria and procedures.**

(14) **3. make accurate self evaluations.**

4. become more aware of their strengths and weaknesses as they relate to the needs of their students.

(13) **5. analyze educational research and innovations in relationship to local factors.**

6. examine the effects cultural/language differences have on the learning process.

7. measure affective change in themselves and their students.

8. develop a sense of responsibility in children through improved instructional practices.

9. develop self-confidence in children.

(15) **10. deemphasize cognitive education and replace it with affective educational experiences for children.**

11. evaluate educational practices as they relate to desired outcomes in pupil behavior.

(16) **B. To instill in teachers a desire to improve teaching practices which will result in the development of better human beings.**

Course Content

A. Change in Philosophy of Elementary Education

1. Factors Affecting Change
2. Purpose in New Direction

B. Overview of Innovative Practices

1. Staffing Patterns
2. Curriculum Revisions
3. Diagnostic Approaches
4. Individualized Instructional Processes
5. Systemitized Teaching in the Affective Domain

C. Processes of Child Development

1. Awareness
2. Self-confidence
3. Social interaction

D. Program Evaluation

1. Measurement vs. Evaluation
2. Objectives
3. Designs
4. Procedures
5. Outcomes

E. Self-evaluation: Personal-Professional

1. Philosophy
2. Attitudes
3. Relationship of Self-evaluation to Educational Methods Used in Classroom

F. What Research Says About Innovations

G. Cultural Factors Affecting Education

1. Language differences
2. Customs
3. Philosophical/Value Orientation

Implementation

The class will be offered to public school teachers who are involved or plan to be involved in special, innovative projects in operation in Las Cruces School District No. 2. The special projects in which the students may be teaching include: "A Sustained Primary Program for Bilingual Students" (Title III ESEA), Project MOVE AHEAD (Title I ESEA), Human Development Program, special reading project, or programs for educationally disadvantaged (Title I ESEA).

The approach taken in the class will be to study each of the projects as they are operating. The teacher will report on their participation in the projects and be given instruction in how to evaluate the project-in action as well as their own professional growth. Research studies and reports of other projects reported in the literature will be related to the on-going studies.

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1, 3, 8, 9, 10

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify) 8-seminars follow laboratory treatment of new approaches
9-interschool visitations
10-conferences

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0-not mentioned 8.4 0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 1
How? (specify) weekly inservice training courses which offer 6 hrs college credit. (release time from school)

8.6 Paraprofessional's role: C '70 p44 8.6 2, 3, 6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? "Teachers and aides help children recognize and appreciate the influence of one language upon another"
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1 B 4, 7

	A for teachers	B for aides
0-not specified		
1-University faculty		
2-project's Master Teachers		
3-project's teachers		
4-other (specify) lang. consultant		
7-project director		

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	2	100
2-bicultural	2	100
3-N-EMT (specify background) Spanish	2	100

8.9 Training is provided: 8.9 2
1-during a summer session
2-during the academic year 25 paid inservice days beyond 200 day school year.
3-other (specify)

8.10 Extent of training: 8.10 A 2

A 1-approximately equivalent to a college course
2-more than one course curriculum

B (indicate no. of hours)
5 NS weekly
6 ____ monthly
7 ____ bi-monthly

B 2 hrs
6 ____
7 ____

ais for joint lesson planning: 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 1
How? (specify) weekly inservice training courses which offer 6 hrs college credit. (release time from school)

8.6 Paraprofessional's role: C '70 p44 — 8.6 2,3,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

"Teachers and aides help children recognize and appreciate the influence of one language upon another"

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 1, B 4,7

	A for teachers	B for aides
0-not specified		
1-University faculty		
2-project's Master Teachers		
3-project's teachers		
4-other (specify) lang. consultant 7- project director		

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1	2	100
2	2	100
3	2	100

1-bilingual
2-bicultural
3-N-EMT (specify background) Spanish

8.9 Training is provided: — 8.9 2
1-during a summer session
2-during the academic year
3-other (specify) 25 paid inservice days beyond 200 day school year.

8.10 Extent of training: — 8.10 A 2, B 5 hrs

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 hrs weekly (curriculum preparation & evaluation)
6 _____ monthly
7 _____ bi-monthly

p p16

8.11 Number and Proportion of teachers attending training: — 8.11 1, 100

	no.	%
1	1	100

or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 2,10

0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
10-other (specify) Teacher's Evaluations of each objective in Project.

C '70 Addend. III

Description of In-service Program for Paraprofessionals

All aides in the Las Cruces schools are rated by a Career Development Program For Paraprofessionals which provides continuing incentive for professional growth (see attached schedule and description). All aides have three hours of released time to attend the required in-service training courses: Ed. 101, Introduction To Teaching, and Ed. 495, Directed Study - Communication Problems of the Bilingual Child. Course instructors are Mr. J. Paul Taylor, Director Title III and Mrs. Margarita L. Mestas, Language Consultant, both employees of the Las Cruces Public Schools. Aides may receive college credit from New Mexico State University at $16.00 per credit hour. Three hours can be earned each semester.

Persons involved in the educational in service training program are bilingual paraprofessionals serving as instructional aides and classroom aides under Title III, Title VII, and Title I - Migrant. They are working with kindergarten and primary grade children in the Las Cruces Schools.

Fourteen students have met the requirements for teacher aides recommended by the New Mexico State Department of Certification and have applied to New Mexico State University for admittance under a non-degree or degree status.

There are five instructional aides with more than 85 hours of college credit working towards a bachelor's degree in Teacher Education. There is one instructional aide with a BA degree in Spanish at the secondary level who needs to fulfill elementary certification requirements.

A description of courses follows:

101 Introduction To Teaching Fall Semester 2 Hours Credit

86

Instructor: J. Paul Taylor

Course Description:

Introduction to teaching serves to acquaint the beginning student with the structure, program and problems of the elementary school.

Course Objectives:

1. To explore with classroom aides the theory and practice of the educational program for the kindergarten and primary age child.

2. To prepare aides for supportive roles in the school and community.

Course Schedule:

Classes will be held on Mondays from 8:00 to 9:40 a.m. Two hours credit will be earned.

September 15	Orientation	
September 22	Registration Orientation Overview	
September 29	Instructional Materials For The Kindergarten And Primary Grades.	Mary T. Keith speaker
October 6	Teaching the Linguistically Different Learner	Dr. Ignacio Cordova speaker
October 13	Bilingualism And Its Affect Upon The Learner	Ernest A. Banegas speaker
October 20	Learning The School Environment Library Services And How To Use Them	Gladys Lawler speaker
October 27	Audio-Visual Aids And How To Use Them	Gladys Lawler speaker
November 3	The Effect Of General Health On Learning	Dr. G. K. Fair speaker
November 10	Records, Songs, Rhythms And Games	Bernice Corley & Mary Munson, speakers
November 17	Records, Songs, Rhythms And Games In Spanish	Vicky Miller & Alma Barba, speakers
November 24	Story Reading, Story Telling And Drama	Cathy Mulholland speaker
December 1	Basic Body Orientation Movement Patterns Muscular Coordination	Gene Sheward speaker

Pc

December 8	Culture and Language The Silent Language	Alma Barba speaker
December 15	Auditory Skills General Auditory Awareness Specific Aural Skills Related To Reading	Mary T. Keith & Oleta Becker, speakers
January 5	Listening Readiness Skills Auditory Sequencing Auditory Imagery	Mary T. Keith speaker
January 12	Visual Readiness Skills Discrimination Visual Patterns Imagery Visual Motor Sight Sound Relationships	Mary T. Keith speaker
January 19	Language Readiness Skills Vocabulary Language Patterns Language Experience Stories	Mary T. Keith & Harold McIntyre speakers
January 26	Evaluating Readiness Skills KELP MRRT DAP Peabody Teacher Judgement	Mary T. Keith speaker

Course Requirements:

Program offerings will be balanced with lectures, interaction sessions, and demonstrations by students and staff.

1. Written report, "How I View My Role As An Aide"
2. Reading of selected materials and publications (bibliography attached)
3. Written summary of 10 publications
4. A 5 minute tape presentation of aide/pupil interaction session.

8 J

Ed. 201 Foundation of Teacher Competence — **Spring Semester 2 hr cr**
Instructor: J. P. Taylor

Course Description:

Introduction to teaching serves to acquaint the beginning student with the structure, program and problems of the elementary school.

Course Objective:

1. To continue to explore with classroom aides the theory and practice of the educational program for the kindergarten and primary age child.

2. To continue to prepare aides for supportive roles in the school and community.

Course Schedule:

Classes will be held on Mondays from 8:00 to 9:40 a.m. Two hours credit will be earned.

February 2	Creating A Professional Image For The Aide	Dr. Jack Saunders, speaker
February 9	How Children Learn	Dr. Verna Vickery & Mary Jane Wood, speakers
February 16	Learning in the Affective Domain Awareness of Self Awareness of Others	Lillian Smith, Mary T. Keith, Dr. Conrad Curtis, Dr. Ross Easterling
February 23	Affective Learning Mastery Concept Social Interaction	Lillian Smith, Mary T. Keith, & Dr. Conrad Curtis
March 2	Reinforcement Procedures Language of Positive Support & Control Problems Situations	Dr. Ross Easterling, speaker 8:00 - 8:50
	Video Taping	9:00 - 9:40
March 9	Role Of The Paraprofessional In the Teaching Profession	Guest Panel
March 16	Video Taping	
March 23	Speaking Skills In The Language Arts	Sue Alford, speaker
April 6	Reading & Writing The Language	Mary Jane Wood, speaker
April 13	Visit to Montessori School	

April 20	Science & Reading	Mary T. [illegible], speaker
April 27	Children's Literature	Dr. Leonard Breen, speaker
May 4	Working With Parents	James Sharp, speaker
	Home Visitations	Dave Barela, speaker
May 11	Reading And The Language Arts	Dr. Verna Vickery
May 18	School/Community Relations	Earl Nunn & Pete Garcia, speakers
	Approaches to Beginning Reading	Dr. Sharon Wooden, speaker
May 25	Semester Evaluation	

Course Requirements:

Program offerings will continue to be balanced with lectures, interaction sessions, and demonstrations by students and staff.

1. Continued reading of selected bibliographies with a written summary of ten additional publications.
2. A 10 minute presentation of materials prepared for selected unit activities.
3. A written report describing at least one activity engaged in during the semester:
   a. A report of individual or group work with children
   b. A home visitation
   c. A tape made for children's use
4. Final written report, "How I View My Role As An Aide."

Culture and Language

Allyn & Bacon	Meeting The Individual Needs Of The Culturally Dis.
E.K.N.E.	Developing Language Of the Young Disadvantaged
	Using Cultural Differencies
Hall, Edward T.	The Silent Language
Hughes, Marie	Learning A New Language
Rosen, Carl L. & Ortega, Philip	Problems And Strategies - Teaching The Language Arts To Mexican-American Children
Ulibarri, Horacio	Educational Needs Of the Mexican-American
U.S.D.A.	Low-Income Families In The Spanish-Surname Population Of The Southwest
Wilson, Herbert B.	The Influence Of Educational Programs On Mexican-Americans

School Environment

E.K.N.E.	Exploring In The Music Laboratory
	The Elementary School Library
N.E.A.	Space, Arrangement, Beauty In School
	Teaching Resources For The Kindergarten-Primary Teacher

Readiness

A.C.E.I.	Portfolio For Kindergarten Teachers
	Portfolio For Primary Teachers
Frostic	Development Of Visual Perception
Kreta, Kay	Plays And Games For Primary Grades
N.E.A.	How To Teach Listening
Special Bulletin	Games And Self-testing Activities For The Classroom
Van Allen	Language Experience In Reading
Wilson, Robeck	The Kindergarten Evaluation Of Learning Potential
	Peabody Language Development Kit

Curriculum

A.C.E.I.	Reading
	Social Studies For Children
DeHirsh	Prevention Of Reading Difficulties
E.K.N.E.	Choral Reading
Gates, Arthur	Teaching Reading
Ginn & Co.	Creating Dramatics
	Effective Choral Reading
	Enjoying Poetry With Children
	It Happened One Day
	The Language Experience Approach To Reading
	Science In The Elementary School
Martin, Bill	Language And Literature - The Human Connection
Munro, Marian	Growing Into Reading
N.E.A.	Candid Camera In The Classroom
	Current Approachs To Reading
	Individualized Reading
	Story Telling And The Teacher

Learning In The Affective Domain

N.E.A.	Discipline For Todays Children And Youth
	Freedom To Move
	Fostering Maximum Growth In Children
	Guidance In The Elementary Schools
	Helping Children Understand Themselves
	Kindergarten Education
	Kindergarten Today
	Motivation
	Thinking, Feeling, Experiencing
	When The Child Is Angry
Public Affairs #154	How To Discipline Your Children

Learning In The Cognitive Domain

Early Childhood Education Series	Before First Grade
	More Directions In Kindergarten
	Parents And Children Learn Together
	The Young Disadvantaged
N.E.A.	Independent And Group Learning
	Learning How To Learn
	Sequence In Learning - Fact or Fiction
	The Learning Process
	Toward Better Evaluation Of Learning
	Vital Teaching

Working With Parents

Ginn & Co.	Reading Bulletin - Parents Are Needed In A Good Reading Program
	Your Child And Reading
N.E.A.	Parent-Teacher Relations
	Reporting To Parents

Professional Image Of The Aide

N.E.A.	Directions In Elementary Education
	Frontiers For Change
	Imperatives For Preparation Of Teachers
	Improving Education To Direct Study Of The Children And Youth
	Quest For An Ideal
	The Code Of Ethics Of The Teaching Profession
	The Evaluation Of Teaching
	The Image Of The Teacher
	The Teacher As A Learner
Warner, Sylvia Ashton	Teacher

Communication Problems in Teaching The Bilingual Child **Instructor: Margarita L. Mest**

8h

Course Description:

A course designed to assist the bilingual aide in strengthening the linguistic skills and cultural values appropriate for the bilingual child at kindergarten and grade three levels.

Course Objectives:

1. To strengthen the linguistic skills and cultural values essential to the bilingual bicultural community.

2. To provide an instructional model for bilingual teaching.

Course Content and Schedule:

The skills of oral and written communication will be developed through the following activities: free conversation, planned discussion, story telling, children's rhymes, songs and finger plays, language patterning.

Classes will be held on Mondays from 9:50 to 10:40 a.m. One hour credit will be earned.

September 15	Orientation	
September 22	Sounds of Letters	Mrs. Patricia Riggs, guest
September 29	Duplication of Materials	Dr. Leonard Douglas, guest
October 6	How Can I Create A Learning Climate For This Child?	
	Signs of Fall	
October 13	I Know Myself	
	Halloween	
October 20	I Learn To Take Care Of Myself	
	Halloween	
October 27	I Know My Friends At School	
	Halloween	
November 3	Transportation	
	Thanksgiving	
November 10	Mid-term Evaluation	

November 17	Transportation
	Thanksgiving
November 24	I Know My Family
	Thanksgiving
December 1	I Know My Place At Home And At School
	Toys
December 8	Our Community Protectors
	Christmas
December 15	Communication
	Christmas
January 5	Places I Know - Stores
	Signs Of Winter
January 12	Safety
January 19	Semester Evaluation

Requirements And Evaluation

The student will be evaluated upon:

1. The ability to model the language correctly both oral and written.
2. The preparation of instructional materials.
   a. Original stories.
   b. Preparation of experience stories in Spanish and English.
   c. Preparation of a language tape with appropriate visual aids.
   d. Ability to handle duplicating machine and materials.

Ed. 495 Directed Study — Spring Semester, 1 hour credit

Communication Problems in Teaching The Bilingual Child — Instructor: Margarita L. Montes

8 K

Course Description:

A course designed to assist the bilingual aide in strengthening the linguistic skills and cultural values appropriate for the bilingual child at kindergarten and grade three levels.

Course Objectives:

1. To continue to strengthen the linguistic skills and cultural values essential to the bilingual bicultural community.
2. To continue to provide an instructional model for bilingual teaching.

Course Content and Schedule:

To continue to develop the skills of oral and written communication through the following activities: free conversation, planned discussion, story telling, children's rhymes, songs and finger plays, and language patterning.

Classes will be held on Mondays from 9:50 to 10:40 a.m. One hour credit will be earned.

January 26	Food
February 2	Clothing
	Valentine's Day
February 9	Shelter
	Valentine's Day
February 16	Places I Know - Farm
February 23	We Learn About The Land In Which We Live
March 2	We Learn About Space
March 9	Signs Of Spring
March 16	Libraries
	Easter
March 23	Mid-term Evaluation

April 6	Places I Know - Parks, Playgrounds
April 13	We Learn About Our Community
April 20	Places I Know - Zoo
April 27	Birthdays
May 4	Recreation - Rodeo, Circus
May 11	National Holidays
	Independence Day
May 18	Signs Of Summer
May 25	Semester Evaluation

Requirements and Evaluation

The student will continue to be evaluated upon:

1. The ability to model the language correctly both oral and written.

2. The preparation of instructional materials.

   a. Original stories.

   b. Preparation of experience stories in Spanish and English.

   c. Preparation of a language tape with appropriate visual aids.

   d. Ability to handle duplicating machines and materials.

Bibliography:

Greenfield, Eric V. Spanish Grammar. New York: Barnes and Noble, 1968.

K-3 Teachers. "Sustained Primary Program For Bilingual Children", Curriculum Units for Kindergarten Through Third Grade. Las Cruces, New Mexico: Las Cruces Public Schools.

Mallery, Richard D. Grammar, Rhetoric and Composition (Basic Book For Effective English In Writing And Speaking). New York: Barnes and Noble, 1968.

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
7-other (specify) translator; language specialist

10.1 1

10.2 1, 47

10.3 Average number of pupils per class:
0-not specified

10.3 30

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 K+1: 2
2+3: 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 K+1: 2
2+3: 1

10.6 Special aide to pupils having most difficulty in learning is given:
(1) individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
(5) paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)
0-not specified how long
1-as the alternative language of learning for as long as desired
2-as the medium of instruction for special subject matter (e.g. cultural heritage)
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

	I	II	II_1
	ME DOM NEMT	E DOM EMT	E DOM NEMT
	X		X

11.1 I 1
II
II_1 1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

11.2 7

10.3 Average number of pupils per class: 10.3 30
0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 K+1:2 2+3:1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 K+1:2 2+3:1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1

(1)-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
(5)-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	X		X
2-as the medium of instruction for special subject matter (e.g. cultural heritage)			
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I 1
II
II_1 1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 7

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 (7) 8 9 10 11 12 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

$_1$ =
$_2$ =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 14
code: C= N.A. (if no EMT) II 14
II_1 14

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM			X												
II E DOM			X												
II_1 E DOM/NEMT			X												

II.1 Instructional Component

LAS CRUCES BILINGUAL EDUCATION PROJECT

OBJECTIVES

I. To increase the educational achievement of Spanish-speaking children who have low functional levels in the English language.

II. To determine whether Spanish-speaking youngsters achieve more in a program that utilizes instruction in both Spanish and English or in a program that is taught in English only.

III. To help children develop positive feelings of self-worth.

IV. To help children develop the skills for bilingual/bicultural interaction.

V. To improve home/school relationships.

VI. To construct a school curriculum that utilizes the culture and the language of ethnic groups in the community.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I N-E DOM				X				
II E-DOM - EMT								
II$_1$ E-DOM/NEMT				X				

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 4-6
II
II$_1$ 4-6

11.5 Second language learning for English dominant students is projected through grade:

11.5 II 12
II$_1$ 0

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT														
II$_1$ N-EMT/E Dom														✓

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 12

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 (12)

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K	50 %	ns	all	K 50 %
1	50 %		all	1 50 %
2	50 %		all	2 50 %
3	50 %		all	3 50 %
4	50 %		all	4 50 %
5	50 %		all	5 50 %
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction	Total Min. per day of any	11.11 Subjects taught in native lang.	11.12 % of time per day of

11.5 Second language learning for English dominant students is projected through grade: 11.5 II 12 / II 0

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT														
II$_h$ N-EMT/E Dom														✓

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 12

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 (12)

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K	50 %	ns	all	K 50 %
1	50 %		all	1 50 %
2	50 %		all	2 50 %
3	50 %		all	3 50 %
4	50 %		all	4 50 %
5	50 %		all	5 50 %
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: O = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
~~PreK~~	ns	ns	all	~~Pre~~ K 50 %
1	ns	ns	all	1 50 %
2	ns	ns	all	2 50 %
3	ns	ns	all	3 50 %
4	ns	ns	all	4 50 %
5	ns	ns	all	5 50 %
6				6
7				7
8				8
9				9
10				10
11				11
12				12

See Xerox attached 10a, b

CHARACTERISTICS OF THE LAS CRUCES BILINGUAL PROJECT

	les	Program	Federal Support	School	Non-Eng. Dom. N.E.M.T. No. of Students	Eng. Dom. N.E.M.T. No. Students	Inst.
67-68 68-69	K, 1 K, 1, 2	Sustained Primary Program for Bilingual Students	III	Mesilla	80% Est.	20% Est.	50% Span./ English
67-68 68-69	K, 1 K, 1, 2	Sustained Primary Program for Bilingual Students	III	Lucero	90% Est.	10% Est.	50% Span./ English
67-68 68-69	K, 1 K, 1, 2	Sustained Primary Program for Bilingual Students	III	Washington	90% Est.	10% Est.	ESL + Culture Component
67-68 68-69	K, 1 K, 1, 2	Sustained Primary Program for Bilingual Students	III	Bradley	90% Est.	10% Est.	ESL + Culture Component
69-70	K,1,2,3	Sustained Primary Program for Bilingual Students	III	Bradley	90% Est.	10% Est.	ESL + Culture Component
	K,1,2,3	Sustained Primary Program for Bilingual Students	III	Washington	90% Est.	10% Est.	ESL + Culture Component
	K,1,2,3	Elementary School Bilingual Project	VII	Lucero	90% Est.	10% Est.	50% Span./ English
	K,1,2,3	Elementary School Bilingual Project	VII	Mesilla	90% Est.	10% Est	50% Span./ English

Question 11.10

	Grades	Program	Federal Support	School	Non-Engl. Dom. N.E.M.T. No. of Students	Eng. Dom. N.E.M.T. No. Students	Inst.
70-71	3	Sustained Primary Program for Bilingual Students	III	Bradley	90% Est.	10% Est.	ESL + Culture Component
	3	Sustained Primary Program for Bilingual Students	III	Washington	90% Est.	10% Est.	ESL + Culture Component
	K,1,2,3,4	Elementary School Bilingual Project	VII	Lucero	90% Est.	10% Est.	50% Span./ English
	K,1,2,3,4	Elementary School Bilingual Project	VII	Mesilla	84% Est.	16% Est.	50% Span./ English
71-72	K,1,2,3,4,5	Elementary School Bilingual Project	VII	Lucero	90% Est.	10% Est.	50% Span./ English
	K,1,2,3,4,5	Elementary School Bilingual Project	VII	Mesilla	84% Est.	16% Est.	50% Span./ English

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
~~PreK~~	ns	ns	all	~~Pre~~ K 50 %
1			all	1 50 %
2			all	2 50 %
3			all	3 50 %
4			all	4 50 %
5			all	5 50 %
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 3,4,7

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

"A complete lesson is conducted in the selected language, English or Spanish" The aide may, at the teacher's request, clarify essential concepts as the need arises, in either language. Students are encouraged to respond in the language selected."

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination

12.0 1,2a

	Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EMT
~~Prek~~	ns	ns	all	~~Pre~~ K 50 %
1			all	1 50 %
2			all	2 50 %
3			all	3 50 %
4			all	4 50 %
5			all	5 50 %
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 3,4,7

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

"A complete lesson is conducted in the selected language, English or Spanish" The aide may, at the teacher's request, clarify essential concepts as the need arises, in either language. Students are encouraged to respond in the language selected."

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1,2a

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

11.17 Mixed or Separate Language Usage

2. Instructional Component. Much instruction was observed by the auditor in both languages, English and Spanish. Children and teachers moved from one language to another with ease and openess. The auditors conversed with both teachers and children in each language and the children seemed delighted to be able to operate and function in both languages. Children were observed making reports in Spanish followed by another child reporting in English a repitition of the first report-- and vice versa.

The size of the classes for instruction of the experimental group has been increased in an attempt to control the variable of class size. The necessity of this control is pointed out in previous audits and the inclusion of children new to experimental groups has been carefully made by the staff and the decision has been reached that these additional students will generate data that will not be used in any of the evaluation processes. The inclusion of new students to the experimental groups has not created, apparently, any serious problems in the instructional process. Problems created by the inclusion are identified by the teacher and progress is being made to help assimilate these children to the experimental group processes. The largest single number of such additions was noted in Grade 4 in Mesilla, where 6 children were added to the experimental group. All children participating in the experimental groups seemed to exhibit by their behavior, pride and openess in their cultural background in the use of both languages. This was in sharp contrast to attitudes exhibited by children in the control groups as is abundantly pointed out in the following report written by Dr. Trujillo regarding the Spanish / English component.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

1-concurrently with dominant language listening-speaking skills		X		X
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—
3-a specified period of time after listening-speaking skills in dominant language taught		—		—

13.1 IB 1
IIB 1

13.2 ALM sequence followed:

1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
3-Learning to read overlaps learning of listening-speaking skills	X	X	X	X
4-There is some overlap between learning to read and to write	X	X	X	X

13.2 IA 1,3,4
IB 1,3,4
IIA 1,3,4
IIB 1,3,4

13.3 Listening-speaking proficiency

13.3 IA 2

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

					13.1 IB	IIB
1-concurrently with dominant language listening-speaking skills		X		X	1	1
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—		
3-a specified period of time after listening-speaking skills in dominant language taught		—		—		

13.2 ALM sequence followed:

					13.2 IA	IB	IIA	IIB
1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X	1,3,4	1,3,4	1,3,4	1,3,4
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—				
3-Learning to read overlaps learning of listening-speaking skills	X	X	X	X				
4-There is some overlap between learning to read and to write	X	X	X	X				

13.3 Listening-speaking proficiency determined by:

					13.3 IA	IB	IIA	IIB
1-measure of listening-speaking proficiency					2	2	2	2
2-informal assessment by teacher	X	X	X	X				

13.4 Second language reading skills are learned:

					13.4 IB	IIB
1-concurrently with learning to read in dominant language		X		X	1	1
2-after a specified level of dominant language reading competence achievement		—		—		
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		—		—		
4-before learning to read in dominant language		—		—		

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K					13.5 IA 1
1	X	X	X	X	IB IIA 1
2					IIB 1
3					
13.6 Reading readiness is determined by: 1-test of reading readiness	X	X	X	X	13.6 IA 1,2
2-informal teacher assessment	X	X	X	X	IB 1,2 IIA 1,2 IIB 1,2
13.7 Grade level reading is expected: 1-in first grade					13.7 IA 3
2-in second grade					IB 3
3-in third grade	X	X	X	X	IIA 3
4-in fourth grade					IIB 3
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 3 IIB 3

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 3 II 3

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.		
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	X	X
4-Academic content taught in the native language is used [illegible]		

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

13.6 IA 1,2
IB 1,2
IIA 1,2
IIB 1,2

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA 3
IB 3
IIA 3
IIB 3

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 3
IIB 3

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 3
II 3

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.		
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	X	X
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).		
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	I B 2nd lang.	II Eng. dom. students A Eng.	II B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	X	X	X	X
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 1 IB 1 IIA 1 IIB 1

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)				
2-Basal readers	X	X	X	X
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	X	X	X	X

See Xerox 14a-c

* Language experience reading is the basic reading instructional approach & individualized reading is a natural follow through."

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	IB	IIA	IIB
1-Grade 1				
2-Grade 2				
3-Grade 3				
4-Beyond Grade 3				
0-not specified		ha		

(Please indicate % on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified				
1-pattern drills	X		X	
2-dialog memorization	—		—	
3-choral repetition	X		X	
4-songs	X		X	
5-programmed instruction	X		X	
6-stories read to children				
AUDIO VISUAL AIDES				
7-films, filmstrips	X		X	
8-flannel or magnetic boards, bulletin boards	X		X	
9-realia, graphic displays				
10-records, tapes	X		X	
11-listening centers				

aiming toward child's eventual control of the standard form. X X X X

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. — — — —

3-Other (specify) — — — —

0-Not specified — — — —

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) 16.1 IA___ IB___ IIA___ IIB___

2-Basal readers X X X X

3-Dialect readers — — — —

4-Experience charts (stories dictated by children) X X X X

See Xerox 14a-c

*Language experience reading is the basic reading instructional approach & individualized reading is a natural follow through."

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1-Grade 1 16.2 IA___ ha IIA___

2-Grade 2

3-Grade 3

4-Beyond Grade 3

0-not specified

(Please indicate X on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified

1-pattern drills X X

2-dialog memorization — —

3-choral repetition

4-songs X X

5-programmed instruction

6-stories read to children X X

AUDIO VISUAL AIDES

7-films, filmstrips X X

8-flannel or magnetic boards, bulletin boards X X

9-realia, graphic displays

10-records, tapes X X

11-listening centers X X

12-multi-media approach X X

Experiential:

13-role playing — —

14-puppetry

15-experience charts X X

16-primary typewriter X X

17-learning through direct experience with materials e.g. Montessori X X

18-activity centers-chosen by child X X

19-other (specify) — —

Learning outside the classroom:

20-field trips X X

21-suggested TV programs — —

22-other (specify) — —

LAS CRUCES SCHOOL DISTRICT NO. 2
LAS CRUCES, NEW MEXICO

BILINGUAL EDUCATION PROJECT
TITLES III AND VII, ESEA

Question 16.1
Materials developed by Las Cruces see sample attached 20a-g

KINDERGARTEN

CURRICULUM TITLES

I KNOW MYSELF
Me Conozco a Mi Mismo

I KNOW MY FAMILY
Conozco a Mi Familia

I KNOW MY FRIENDS AT SCHOOL
Conozco a Mis Amigos en la Escuela

PLACES I KNOW: HOMES
Habitaciones

STORES
Las Tiendas

FARMS
Las Granjas

ZOOS
Los Parques Zoológicos

PARKS
Los Parques

CHURCHES
La Iglesia

SPECIAL DAYS: BIRTHDAYS
Los Cumpleaños

HALLOWEEN
La Vispera de Todos Santos

THANKSGIVING
El Día de Gracias

CHRISTMAS
La Navidad

TOYS
Juguetes

VALENTINE'S DAY
El Día de San Valentín

INDEPENDENCE DAY
El Día de la Independencia

COMMUNITY HELPERS
Los Servidores de la Comunidad

LAS CRUCES SCHOOL DISTRICT NO. 2
LAS CRUCES, NEW MEXICO

BILINGUAL EDUCATION PROJECT
TITLES III AND VII, ESEA

FIRST GRADE

CURRICULUM TITLES

WE LEARN TO TAKE CARE OF OURSELVES:
MY PLACE AT HOME AND SCHOOL
Mi Lugar en Casa y en la Escuela

SAFETY AT HOME AND AT SCHOOL
La Seguridad en Casa y en la Escuela

WE LEARN TO CARE FOR PETS
Aprendemos a Cuidar de Nuestros Animales Consentidos

WE LEARN ABOUT THE LAND ON WHICH WE LIVE;
WE LEARN ABOUT SPACE
Aprendemos de la Tierra en que Vivimos;
Aprendemos del Espacio

COMMUNITY HELPERS
Los Servidores de la Comunidad

SEASONS AFFECT OUR WAY OF LIFE:
FALL
El Otoño

WINTER
El Invierno

SPRING
La Primavera

SUMMER
Indicios de Verano

SPECIAL DAYS:
MY IMPORTANT DAYS
Mis Días Importantes

HALLOWEEN
La Víspera de Todos Santos

THANKSGIVING
El Día de Gracias

CHRISTMAS
La Navidad

TOYS
Juguetes

VALENTINE'S DAY
El Día de San Valentín

EASTER
El Día de Pascua

NATIONAL HOLIDAYS
Fiestas Nacionales

LAS CRUCES SCHOOL DISTRICT NO. 2
LAS CRUCES, NEW MEXICO

BILINGUAL EDUCATION PROJECT
TITLES III AND VII, ESEA

SECOND GRADE

CURRICULUM TITLES

WE KNOW OUR COMMUNITY
Aprendemos Acerca de Nuestra Comunidad

OUR PROTECTORS IN ACTION
Nuestros Protectores en Obra
National Workers - Protectores Nacionales
Policemen - La Policía
Firemen - Los Bomberos
Health Workers - Protectores de Nuestra Salud

FOODS
Alimentos

CLOTHING
La Ropa

SHELTER
Habitación (Refugio)

RECREATION:
COWBOYS AND RODEOS
Vaqueros y Rodeos

LIBRARY
La Biblioteca

NATIONAL PARKS
Los Parques Nacionales

MY IMAGINARY TRIP
Mi Viaje Imaginario

THE CIRCUS
El Circo

16.4 The sources of Non-English materials and textbooks are: 16.4 3,5,6,8,9,6
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document See xerox of curriculum Materials — project developed 8f-g, L 14 a-also: 20 a-g 14c

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 sample of curric.
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LT students)

17.2 Students are grouped for language instruction: 17.2 A 3,2, B
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)	X	
3-individual instruction	X	

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age			
2-by native language			
3-by dominant language		DS	
4-by language proficiency			

Voluntary participation in experimental

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document See xerox of curriculum Materials — project developed 14 a-8f-g, L also: 20a-g 14c

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) sample of curric. 17.1 1
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LMT students)

17.2 Students are grouped for language instruction: (mark all that apply) 17.2 A 3,2,

	A-more than ½ the time	P Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)	X	
3-individual instruction	X	

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age			
2-by native language			
3-by dominant language		DS	
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NEMT)			

Voluntary participation in experimental instructional group.

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 3
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) High School students in Career Opportunities Program

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 0
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

Question 16.5

Objective IV

To help children develop positive feelings of self-worth.

I believe this teaching procedure is essential to the satisfactory progress of students.

	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
1. Human Development Program (Magic Circle) each child two times each week.					
2. Providing Activities for individual success (Each child on own level)					
3. Accepting each child as a worth while person					
4. Avoiding comparison or negative criticism					
5. Provide enough freedom so that children can achieve and know they achieve					
6. Provide climate for peer unity					
7. Questions and problems that allow for positive awareness of sameness or differences among each other					
8. Encourage children to help each other					
9. Employ verbal and no-verbal support					
10. Encourage self selection (Little Owls, KELP, Color Factor, Bill Martin Books)					
11. Encourage self pacing					
12. Encourage self evaluation					
13. Value child's language and culture, etc. (Creative writing)					
14. Using some labels and books in Spanish					
15. Letting children tell about week-ends with family					
16. Review concepts included in curriculum guides					
17. Using evaluation procedures in curriculum guides					

18.3 Parent tutoring: (mark all that apply) 18.3 5, 6, 7

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

('70 Addend III

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify) Invite parents to come teach what they know

19.0 CURRICULUM PATTERNS 19.0 2, 4, 5, 8

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 5
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)

7-materials are provided for use in home by parents
8-other (specify) Invite parents to come teach what they know

19.0 CURRICULUM PATTERNS 19.0 2,4,5,8

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 5
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
(5)-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:
Sustained Primary Program- "utilized exploration discovery techniques which will lead to concept formation."

20.2 Cognitive development in later grades (grade 4 and above) 20.2 na
0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

21.0 SELF-ESTEEM

21.0 3,4,5,6,7,12,21

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
(3)-language-experience approach: students dictate stories from their own experience
(4)-teacher accepts, acknowledges ideas and feelings
(5)-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
(6)-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
(7)-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #
(21)-Palomares Human Development Program
Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
(12)-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES

22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

" The 200 day calendar is spread equally over a 12 month period and the practice of advancing students with the same teacher builds their interpersonal relationship."

See also Human Development (see xerox attached) 17a Program

23.0 BICULTURAL COMPONENT

23.1 This program is:
1-bilingual alone

23.1 3, 6

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #
21-Palomares Human Development Program

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

" The 200 day calendar is spread equally over a 12 month period and the practice of advancing students with the same teacher builds their interpersonal relationship."

See also Human Development (see xerox attached) 17a Program

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 3, 6

1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

"Utilized the cultural and linguistic contributions of Indian, Spanish, Mexican & Anglos..."

c'69 p VIII

Question 22.0 17a

Las Cruces School District No. 2
Las Cruces, New Mexico

HUMAN DEVELOPMENT PROGRAM

(Note: To cope with the increasingly complex world of education, teachers are turning more and more to educational innovation--new methods, new ideas--for communicating information, attitudes, responses, and feelings to children in their charge. A major innovation being tried for the first time this year by 30 Las Cruces primary teachers at various schools is the Human Development Program. The following description of HDP was submitted in part by several teachers using HDP in their own classrooms.)

Self-Confidence. It is the key to the motivation that makes us learn. So say Dr. Uvaldo Palomares and Dr. Harold Bessell, developers of a new teaching method, the Human Development Program, tried, refined, and proved in kindergartens and lower grades, now ready for general use in primary classrooms. Eventually, it may be extended upwards throughout the elementary school.

HDP is a daily, structured program to help each child develop a healthy self-concept. It is specifically designed to increase a child's motivation. To achieve the goal, it dwells upon cultivating an awareness of self and others, upon an acceptance of self and others, and upon an appreciation of similarities and differences between self and others--positive traits all derived largely from awareness, self-confidence, and social interation. It is built around what children feel and see; it is not moralistic.

Vital ingredients for the achievement of the goal are loving, caring, sharing, and interacting with others.

The HDP vehicle is the "Magic Circle," used to produce pupil reactions. Some 10 children and a skilled, trained teacher sit in a circle for a minimum of 20 minutes. Each child is urged to share his feelings, thoughts, and actions with his peers. All responses are respected by others. Through the approval and acceptance of teacher and peers, the child begins to gain self-confidence. As confidence grows, he attains new freedom to rea This becomes the foundation for motivational development.

Empahsis is on good feelings, good deeds, good thoughts, although the negative approach being natural-- is sometimes used. ("What would make you happy?" "How can you make someone else happy?" "What gives you a good feeling?" "What can I do for you that would be nice?"

The children learn to inquire, consider, and respond. They learn, too, of their own responsibilities and power. They learn to relate personal gorwth to social relationships.

P. 64 IP69

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document _____, page # _____
0-not mentioned

Curriculum content is multi-cultural

See Xerox 1 Fu

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 1
0-none mentioned

Cultural awareness and appreciation are deemed essential to development of positive feelings of self-worth.

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 2,3,4,7
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 no
0-group not specified

See Xerox 1 Fu

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 1

0-none mentioned

Cultural awareness and appreciation are deemed essential to development of positive feelings of self-worth.

23.4 In the bicultural compenent knowledge of the N-ENT culture involves (mark all that apply) 23.4 2,3,4,7

0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NENT or ENT
8-Other (specify)

23.5 American culture is defined: 23.5 2

0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 no

0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 no

0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

Question 23.3

18a

Objective V

To help children develop the knowledge and skills for meaning bilingual/bicultural interaction.

I believe this teaching procedure is essential to the satisfactory progress of students.

	Strongly agree	Agree	Don't know	Disagree	Strongly disag'ee	
Makes children aware of an appreciative toward the cultural diversities among people in the community in regard to:						
1. observance of special days	6	6				
2. ethnic background	6	6				
3. contributions of all cultures	6	3	1			1
4. preservation of cultural symbols (museum, etc.)	4	6	2			4

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply)

24.3 1, 3, 4, 9, 5, 6, 8, 13

0-method not specified
no-no provision for informing community
(1) bilingual newsletter
2- monolingual newsletter
(3) news sent to mass media.
(4) if articles included with project, check 4
5-bilingual fliers sent home
(6) formal meetings
7-informal meetings open to entire community
(8) meetings conducted in both languages
(9) home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how
(13) parent workshops to construct materials for classroom and home use.

See XEROX 19 a - d

24.4 Community involvement in the formulation of school policies and programs is sought through:

24.4 1, 8, 9

0-type not specified
no-not sought
1-existing community groups working with program — USPA extension Services, NMSU Public Health Dept., Community action agency, Dept. of Public Welfare)
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups —
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how
9-Parents are involved in program planning and determination of school calendar.

24.5 The school keeps informed about community interests, events and problems through:

24.5 1, 2, 3, 4

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through:

24.6 2, 4

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends

7-informal meetings open to entire community
(8) meetings conducted in both languages
(9) home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how
(13) parent workshops to construct materials for classroom and home use.

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1, 8, 9
0-type not specified
no-not sought
1-existing community groups working with program — USPA extension Services, NMSU Public Health Dept., Community action agency, Dept. of Public Welfare)
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups —
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how
9-Parents are involved in program planning and determination of school calendar.

24.5 The school keeps informed about community interests, events and problems through: 24.5 1, 2, 3, 4
no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2, 4
0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)
4- parents help teachers develop materials (class visits)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1, 2, 3, 4, 5, 6
1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

DID YOU KNOW?

_____ children achieve the most when they are happy?

_____ children achieve much less than they are capable of achieving when they are forced or threatened?

_____ the secret of good discipline is not in making children obey out of fear but in guiding them so that they want to obey out of love.

= = = = = = = = = = = = = =

THE ROLE OF SELF-CONCEPT
IN THE BILINGUAL EDUCATION PROJECT
Bob Leonetti

Sometime during the month of October, the students in the Bilingual Project will be administered a test of self-concept. This instrument will attempt to determine how the child sees himself. It is important to understand that the child, himself, will indicate how he sees himself.

Self-concept is an important factor in human behavior which has been generally overlooked in our schools. One must start with himself. If you do not know and understand yourself, you will be ineffective in your interactions with your school, community and society. Hopefully, the self-concept scale will give us more insight and understanding of our young students in the Bilingual Project which will help us to help them achieve to the fullest of their potential. This will always be our ultimate objective: to help these young people become the best that they possibly can be. Self-concept, or self-understanding is an important part of this kind of growth.

- - - - - - - - - - - - - -

BILINGUAL PROJECT OFFICE PERSONNEL:

Mrs. Mary Keith - Project Coordinator
Mrs. Kathy Perez - Secretary
Mrs. Margarita Mestas - Translator
Miss Yolanda Hernandez - Office clerk
Mr. Robert Leonetti - Research Assistant
Mrs. Joyce Drumm - Research Secretary

= = = = = = = = = = =

K-3 Project, Title III and VII, ESEA
Mary Keith, Coordinator-editor J. Paul Taylor, Proj. Dir.

El Mirasol

TO: _____

FROM: _____

_____ School

Vol. IV, No. 1 *Las Cruces School Dist. 2*Sept. 1970

El Mirasol begins the fourth year of publication! The monthly newsletter will be sent to parents who have children enrolled in the Las Cruces Schools experimental program for bilingual instruction.

Each edition will include news about the project, children's activities, parent's activities and feature articles by guest writers.

One new feature will be added called "I Want to Know". Parents, teachers, aides and others are urged to call or send questions they would like to have answered to the Bilingual Project, Las Cruces Public Schools, 301 W. Amador, Las Cruces, New Mexico or telephone 524-9123.

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VACATION

The State Convention of the New Mexico Education Association will be held in Albuquerque on October 21, 22 and 23. Delegates will attend on the 21st. Teachers will attend on the 22nd and 23rd and these two days will be vacation days for school children.

Question 24.3
PROJECT NEWSLETTER
194

WELCOME BACK!, readers of El Mirasol. 1970-71 is another busy year.

Experimental classes are enrolled at the following schools:

LUCERO SCHOOL:

Teacher	Grade	Aide	Enrollment
Maria Ellis*	K	Jo Ann Barela**	34
		Maria Pochop	
	1	Gloria Beltran**	25
		Elvia Banegas	
Kathy Latham	2	Mary F. Holguin	28
Angie Morgan	3	Terry Jimenez	21
Agueda Mora	4	Cecelia Sanchez	24

MESILLA SCHOOL:

Sally Melendres*	K	Judith Polanco**	
		Irene Butler	
	1	Virginia Miera**	27
		Irma Padilla	
Cuca Medina	2	Margaret Grijalva	
Vicki Miller	3	Robert Montaño	27
Elizabeth Horcasitas	4	Vivian Nevarez	28

BRADLEY SCHOOL:

Oleta Becker	3	Patsy Padilla	24
		Evaluation Aide	

WASHINGTON SCHOOL:

Dorothy Sprinkle	3	Jeanette Delgado	27
		Evaluation Aide	

* Team Leader
** Instructional Aide

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STATE FAIR - Thursday, October 1, is "School Day" at the Southern New Mexico State Fair and all children will be admitted free on that day. In cooperation with this, school classes will be dismissed one (1) hour earlier than usual. HAVE FUN!

Mrs. Socorro Limon has resigned as secretary of the Bilingual Project. Friends of Mrs. Limon honored her at a special luncheon at the Nopalito Restaurant and presented her with a beautiful gift. Mrs. Limon is to be commended for her interest and involvement in the project during the past three years.

Mrs. Limon served as a parent representative to the evaluation audit meeting on Title VII at the El Cortez Hotel in San Diego, California, August 26-29. She reports that community involvement was an important part of the conference.

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Mrs. Kathy Perez is the new secretary for the Bilingual Project office. Welcome, Kathy.

Yolanda Hernandez, who is a senior at Mayfield High School, works in the K-4 office each afternoon. Yolanda is one of 48 students who receive employment assistance through the National Youth Corporation. We're glad to have your help, Yolanda.

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VISITORS

A group of teachers from Las Vegas Schools, Las Vegas, New Mexico, will visit Mesilla and Lucero Bilingual classrooms on October 5.

PARENTS MEETING

The First Parent workshop of the year is scheduled for Mesilla parents on Monday, October 5, at 7:30 P.M.! Teachers at Mesilla School are asking parents to help make instructional materials for their classes. Watch for more information.

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Patsy Padilla, Evaluation Aide at Bradley School, has written an interesting book for children. The book is written in Spanish and in English. Congratulations, Patsy.

* * * *

¿SABÍA VD?

¿_____ los niños aprovechan más cuando están contentos?
¿_____ los niños no aprovechan lo posible cuando se les forza o amenaza?
¿_____ el secreto de la buena disciplina no es en hacer a los niños obedecer por temor sino en guiarlos a que obedezcan por cariño.

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EL AUTOCONCEPTO
EN EL PROYECTO DE EDUCACIÓN BILINGÜE
Bob Leonetti

Durante el mes de octubre, los niños del proyecto pasarán por una prueba de autoconcepto. Esta prueba intentará determinar cómo el niño se ve a sí mismo. Es importante comprender que el niño, mismo indicará cómo se ve a sí mismo.

El autoconcepto es un factor importante en el comportamiento del individuo que generalmente se ha pasado por alto en nuestras escuelas. Uno debe empezar con uno mismo. Si no se comprende a sí mismo, será ineficaz en sus intercambios e interacciones en escuela, comunidad y sociedad. Quizá la medida de autoconcepto nos dará más penetración a y más comprensión de nuestros alumnos del Proyecto Bilingue que nos guiará a ayudarlos a aprovechar su mayor potencial. Esto siempre será nuestro supremo objetivo: ayudar a estos jóvenes a que realicen lo más posible. Autoconcepto o autocomprensión es una parte importante de este tipo de desarrollo y adelanto.

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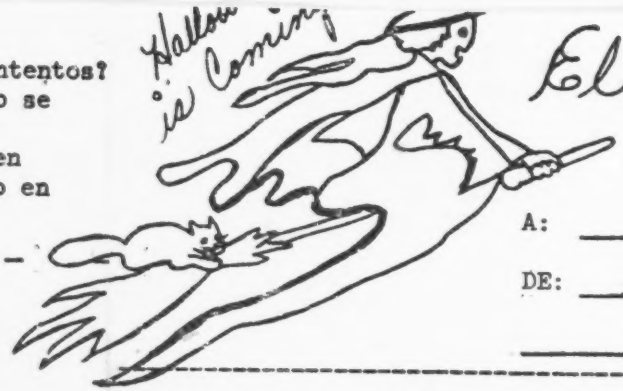
PERSONAL DE LA OFICINA DEL PROYECTO BILINGÜE

Mrs. Mary Keith - Coordinadora del Proyecto
Mrs. Kathy Pérez - Secretaria
Mrs. Margarita Mestas - Traductora
Miss Yolanda Hernández - oficinista
Mr. Robert Leonetti - Asistente en Estudios Investigatorios Universitarios
Mrs. Joyce Drumm - Secretaria de Estudios Investigatorios

Proyecto K-3, Title III and VII
ESEA
Mary T. Keith, Coordinadora-editora
J. Paul Taylor, Director del Proyecto



El Mirasol

A: _____

DE: _____

_____ Escuela

Vol. IV, No. 1 *Distrito Nº. 2 de las Escuelas* Sept. 1970
Oficiales de Las Cruces

¡El Mirasol empieza el cuarto año de su existencia! La circular mensual se les mandará a los padres que tienen hijos en el proyecto experimental de instrucción bilingüe de las escuelas oficiales de Las Cruces.

Cada edición informará sobre el proyecto, actividades de los niños y de los padres y presentará artículos principales por escritores visitantes.

Habrá una sección nueva "Quisiera Saber". Se les pide a padres, maestras, ayudantas y a todos que manden sus preguntas a Bilingual Proyect, Las Cruces Public Schools, 301 W. Amador, Las Cruces, New Mexico o telefoneen a 4-9123.

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VACACIÓN

La convención estatal de la Asociación Pedagógica de Nuevo México tendrá lugar en Albuquerque los 21, 22 y 23 de octubre. Los delegados asistirán el 21 y los maestros los 22 y 23. Estos dos últimos días serán días de vacaciones para los alumnos.

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¡Bienvenidos!, lectores de El Mirasol. 1970-71 será otro ocupadísimo año.

En las siguientes escuelas hay clases experimentales:

LUCERO:

Maestra	Año	Ayudanta	Número de alumnos
María Ellis*	K	Jo Ann Barela**	34
		María Pochóp	
	1	Gloria Beltrán**	25
		Elvia Banegas	
Kathy Latham	2	Mary F. Holguín	28
Angie Morgan	3	Terry Jiménez	21
Agueda Mora	4	Cecilia Sánchez	24

MESILLA:

Sally Meléndres*	K	Judith Polanco**	
		Irene Butler	
	1	Virginia Miera**	27
		Irma Padilla	
Cuca Medina	2	Margaret Grijalva	22
Vicki Miller	3	Roberta Montaño	27
Elizabeth Horcasitas	4	Vivian Nevárez	28

BRADLEY:

Oleta Becker	3	Patsy Padilla	24
		Ayudanta de Evaluación	

WASHINGTON:

Dorothy Sprinkle	3	Jeanette Delgado	27
		Ayudanta de Evaluación	

* Jefe de grupo docente
** Ayudanta de Instrucción

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FERIA ESTATAL - El jueves, primero de octubre, es el "Día Escolar" en la Feria Estatal del Sur de Nuevo México y se admitirá gratis a todos los niños ese día. Para cooperar, las clases terminarán una hora más temprano que de costumbre. ¡Diviértanse!

La Sra. Socorro Limón ha renunciado como secretaria del Proyecto Bilingüe. Sus amistades le ofrecieron una comida en el Restaurante Nopalito y le presentaron un hermosa regalo. Directores, padres, maestras, alumnos y todo el personal expresamos nuestro agradecimiento y nuestro cariño a la Sra. Limón por su interés, absoluta dedicación, e incomparable contribución al proyecto.

La Sra. Limón representó a los padres en la conferencia en San Diego, California del 26 al 29 de agosto para valorar la evaluación del Título VII. Nos informa la Sr. Limón que la participación de la comunidad fue una parte importante de la conferencia.

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La Sra. Kathy Pérez es la nueva secretaria en la oficina del Proyecto Bilingüe. Bienvenida, Kathy.

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VISITANTES

Un grupo de maestros de las escuelas de Las Vegas, Nuevo México visitará las clases bilingües de Mesilla y Lucero, el 5 de octubre.

Junta de Padres de la Escuela Mesilla

La primera sesión de artes y oficios para los padres de Mesilla será el lunes, 5 de octubre, a las 7:30 p.m. Las maestras de la Escuela Mesilla les piden a los padres que les ayuden a hacer materiales instructivos para las clases. Estén pendientes de avisos dando más información.

* * * * *

La Sra. Patsy Padilla, de la Sección de Evaluación del Proyecto Bilingüe en la Escuela Bradley, ha escrito para niños un interesante libro en inglés y español. Enhorabuena, Patsy.

p. 5

(4) Parent Involvement

(a) The record of parent participation is graphically portrayed in the following manner:

	Number	Sept., Oct., Nov.	Jan., Feb., Mar.	Total
Experimental Groups	330	279	272	551
Control Groups	380	130	92	222

(b) In December the Parent Advisory Curriculum Committee was formed. These parents were interviewed by Dr. Jose Gonzales and Miss Marin Dalrymple from the National Consortia for Bilingual Education.

(c) The Parent Attitude Toward Education Scale was mailed in February to 150 parents - 35 percent were returned. (Results will be available May 1972.)

(d) The revised Parent Attitude Toward Bilingual Education questionnaire will be mailed to parents of 700 children the week of May 3, 1971

(e) A Parent Advisory Curriculum Committee is scheduled to report April 26, 1971.

(5) Community Involvement

(a) The need to maintain closer working relations with the Parent Advisory Council continues. Members of this council attended the Bilingual Evaluation Conference of June, 1970. Their evaluation is included in the March 31 Quarterly report.

(b) A local curriculum committee of 10 parents is studying the culturally centered bilingual guides. They will offer recommendations and help gather local materials for the curriculum guide. Their efforts will represent an important contribution to the cultural components of the guide.

(c) On April 16, 1970, the Community Services Council heard reports on education, health, and social services from the Las Cruces School and from the the Community Outreach Workers.

25.2 Project's impact: 25.2 1, 2

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

Many "Anglo parents as well as Span. parents are requesting program for their children."

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1, 2

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

MRT, MAT, California Test of Mental Maturity, Draw-A-Person, Human Development Rating Scale

26.2 Evaluator has personally observed students in the program: 26.2 1

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 1

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 1
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1, 3, 5, 7
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

BILINGUAL CURRICULUM GUIDE

LAS CRUCES SCHOOL DISTRICT NO. 2
LAS CRUCES, NEW MEXICO

Foreword

The bilingual curriculum guide is culturally centered and language arts oriented.

Social studies, science and math concepts are correlated and integrated to provide the teacher with a unified procedure for instruction. Multiple activities and resources are included and the teacher may choose those most suitable for the individuals in her class.

This guide identifies the cognitive and affective skills teachers may employ to help ethnically different children develop linguistic and conceptual competency in the English language or the English and Spanish languages. Emphasis in each instance is upon understanding and utilizing the historical and cultural contributions of ethnic groups in the area as a means of encouraging positive affective interaction in the total community.

Sample pages from curriculum guide developed by Las Cruces

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PHILOSOPHY FOR BILINGUAL EDUCATION

Our education policy maintains the belief that all students must be able to participate successfully and productively in a democratic society and be capable of feeling they are worthy members of that society.

We believe the child's native linguistic skills are an asset rather than a liability. A planned program of bilingual instruction will capitalize upon the child's knowledge of the Spanish language and culture and offer an opportunity to help him become literate in the Spanish and English languages.

Accepting the language the child brings to school and utilizing his linguistic skills through a culturally centered curriculum creates an environment where optimal learning occurs. The person who is educated in two or more languages has a tremendous economic advantage. Our national security and the solidarity of the Western Hemisphere will be greatly strengthened by the cultural and linguistic flexibility of a society which communicates and functions effectively in a diverse culture. Such a society is the utopia of a social democracy.

CONTENTS OF GUIDE

The guide contains: 1) a philosophy of bilingual education, 2) titles of all the units, grades K through 5, 3) the significance and objectives of each unit, 4) major concepts and content specific to the unit and grade, 5) language development activities and corresponding resources, and 6) evaluation criteria based on the major concepts of the unit.

PREPARATION OF CURRICULUM

Preparation of the curriculum guide began in 1967 under Title III. This culturally centered, language arts oriented guide became the vehicle for experimental instruction in four schools, grades kindergarten through three, participating in the Sustained Primary Program for Bilingual Students. The K-3 guide was developed by the eight teachers who were in the project 1967 through 1970. Under Title VII, through the Elementary Schools Bilingual Program, the curriculum will expand to include grade six. Teachers at the intermediate level will prepare guides for grades 4, 5, and 6.

As the program began, Las Cruces teachers were faced with the problem of preparing the guide and teaching the program simultaneously. Organizing, writing, editing, evaluation, rewriting, and translating the instructional material has placed the staff under constant strain. Our local demand for materials has far exceeded our ability to produce the materials.

Because the need has been so great and the requests so insistent across the nation, as well as locally, we have reluctantly released rough drafts on all our materials. In so doing, we have run the risk of criticism from educators across the country. We are still in the process of rewriting, translating and editing for we are greatly concerned that we may achieve a high level of performance. The reader is asked to bear in mind the conditions under which the manuscript has been prepared and released, and to await the final draft in 1973.

DEVELOPMENT OF CURRICULUM

The development of a curriculum guide may be as follows:

1. A broad conceptual framework is establish

   The statement of a concept provides an es goal, or understanding, the child is expe reach through a process of inquiry and di

2. Content areas are determined.

   The scope and sequence of information app to instructional level and subject area a stated.

3. Activities are described.

   A variety of activities appropriate to th tives and content are suggested from whic teacher may select the ones suitable for

4. Resources are identified.

   Raw materials, pictures, instructional a bibliographical sources, local persons, and things, audio visual equipment, etc. included for a ready resource reference.

5. Evaluation guidelines are provided..

   Appropriate criteria related to purpose provide evaluative measures of perceptua ceptual skills along with attitudinal gr

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DEVELOPMENT OF CURRICULUM

The development of a curriculum guide may be described as follows:

1. A broad conceptual framework is established.

   The statement of a concept provides an established goal, or understanding, the child is expected to reach through a process of inquiry and discovery.

2. Content areas are determined.

   The scope and sequence of information appropriate to instructional level and subject area are stated.

3. Activities are described.

   A variety of activities appropriate to the objectives and content are suggested from which the teacher may select the ones suitable for her gorup.

4. Resources are identified.

   Raw materials, pictures, instructional aids and bibliographical sources, local persons, places and things, audio visual equipment, etc., are included for a ready resource reference.

5. Evaluation guidelines are provided.

   Appropriate criteria related to purpose and content provide evaluative measures of perceptual and conceptual skills along with attitudinal growth values.

Third Grade
TRANSPORTATION AND COMMUNICATION
8-3-71

Las Cruces School District No.
Title III, ESEA
Las Cruces, New Mexico

PREHISTORIC MAN TO COLUMBUS , 0-1492

SIGNIFICANCE OF THE UNIT

OBJECTIVES OF THE UNIT - Cont'd.

10. To give individual pupils opportunities for self direction, self evaluation and self discipline in solving meaningful problems.

11. To help pupils engage in teacher-pupil planning activities.

12. To provide time for every child to develop his dual language skills, individually, with teacher or aide, in small groups, and with the total group.

13. To provide audio and visual materials for transportation and communication units throughout the year.

OBJECTIVES OF THE UNIT

1. To foster the understanding that there are many types portation and communication throughout the universe.

2. To promote an understanding that forms of transporta communication have existed since the beginning of man advances in civilization are closely related to advan transportation and communication.

3. To appreciate the effect of transportation and communi the Mesilla Valley from the first Indian tribes and e explorers to the present time.

4. To develop the understanding that our way of living h affected because of the changes from primitive to mod of transportation and communication.

5. To help children realize that because of advancements able to communicate with people and learn about other the universe.

6. To promote the understanding that the basic needs of l as new ways of living are accomplished through transpo and communication.

7. To develop understanding of and appreciation of the cu historical contributions of the Indians, Spanish, Mexi and Negro in New Mexico.

8. To help the pupil in the understanding that the progre transportation and communication has provided for the exchange of people, goods, ideas and information.

9. To provide the climate for each child to develop a pos concept and to cooperate with others in group activiti common problems in the democratic way.

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eacher or aide, in small groups,

materials for transportation and
ut the year.

PREHISTORIC MAN TO COLUMBUS , 0-1492

OBJECTIVES OF THE UNIT

1. To foster the understanding that there are many types of transportation and communication throughout the universe.

2. To promote an understanding that forms of transportation and communication have existed since the beginning of man and that advances in civilization are closely related to advances in transportation and communication.

3. To appreciate the effect of transportation and communication upon the Mesilla Valley from the first Indian tribes and early explorers to the present time.

4. To develop the understanding that our way of living has been affected because of the changes from primitive to modern means of transportation and communication.

5. To help children realize that because of advancements we have been able to communicate with people and learn about other places in the universe.

6. To promote the understanding that the basic needs of life as well as new ways of living are accomplished through transportation and communication.

7. To develop understanding of and appreciation of the cultural and historical contributions of the Indians, Spanish, Mexican, Anglo and Negro in New Mexico.

8. To help the pupil in the understanding that the progress of transportation and communication has provided for the rapid exchange of people, goods, ideas and information.

9. To provide the climate for each child to develop a positive self concept and to cooperate with others in group activities to solve common problems in the democratic way.

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